2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) **X** Elementary **X** Middle __ High __ K-12 __Charter

Name of Principal **Sr. Dorothy Sayers, M.P.F.**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Holy Family Catholic School**
(As it should appear in the official records)

School Mailing Address **5129 S. Apopka-Vineland Road**
(If address is P.O. Box, also include street address)

Orlando **Florida** **32819-3801**
City State Zip Code+4 (9 digits total)

County **Orange** State School Code Number* **N/A**

Telephone **(407) 876-9344** Fax **(407) 876-8775**

Website/URL **www.hfcschool.com** E-mail **dsayers@hfcschool.com**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* **Dr. Harry V. Purpur**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Diocese of Orlando** Tel. **(407) 246-4900**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson **Mrs. Michelle McKenna**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools
   _____ Other

   _____ TOTAL

2. District Per Pupil Expenditure: _____

   Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [**X**] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. **10** Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	30	20	**50**		**7**	31	39	**70**
K	29	31	**60**		**8**	27	43	**70**
1	26	43	**69**		**9**			
2	35	33	**68**		**10**			
3	34	36	**70**		**11**			
4	34	36	**70**		**12**			
5	21	42	**63**		**Other**			
6	24	46	**70**					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						**660**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

84	% White
1	% Black or African American
9	% Hispanic or Latino
5	% Asian/Pacific Islander
1	% American Indian/Alaskan Native
100%	**Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: **1.9** %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	664
(5)	Total transferred students in row (3) divided by total students in row (4)	.019
(6)	Amount in row (5) multiplied by 100	1.9

8. Limited English Proficient students in the school: **0** %
0 Total Number Limited English Proficient

Number of languages represented: **n/a**
Specify languages:

9. Students eligible for free/reduced-priced meals: **2** %

Total number students who qualify: **16**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **2** %
11 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	**1** Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	**2** Specific Learning Disability
____Emotional Disturbance	**6** Speech or Language Impairment
1 Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	**2**	
Classroom teachers	**20**	
Special resource teachers/specialists	**8**	**3**
Paraprofessionals	**8**	**7**
Support staff	**5**	
Total number	**43**	**10**

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: **33**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	**96%**	**96%**	**96%**	**96%**	**96%**
Daily teacher attendance	**96%**	**96%**	**97%**	**96%**	**96%**
Teacher turnover rate	**8%**	**4%**	**4%**	**4%**	**6%**
Student dropout rate (middle/high)	**0%**	**0%**	**0%**	**0%**	**0%**
Student drop-off rate (high school)	**%**	**%**	**%**	**%**	**%**

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III – SUMMARY

Holy Family Catholic School first opened its doors in Orlando, Florida, on September 3, 1996, and currently serves 660 students in pre-kindergarten through grade 8. Holy Family employs 61 faculty and staff members, which includes the after-school childcare program. All full-time teachers are certified through the State of Florida Department of Education and have earned the degrees or qualifications required by the Florida Catholic Conference, the Accreditation Committee, and the Diocese of Orlando.

The mission of Holy Family Catholic School is to nurture the development of each child's highest academic and spiritual potential in a caring environment. The school's successful implementation of its mission was recognized on November 20, 2002, with the school's accreditation granted by the Florida Catholic Conference Accreditation Committee, which noted in its report: "Because of the dedication, expertise and unity of the faculty and staff, the spirit of the school is positive, warm, and hospitable. The children are compassionate, articulate, inquisitive learners who respond to the challenges of a strong academic program and the positive influence of the teachers. This rapport creates a strong bond of caring throughout the school resulting in a healthy, faith filled learning environment conducive to the growth and development of the children."

Holy Family continues to carry out its mission in a student- and faculty-friendly facility, which includes offices, conference room, clinic, 20 classrooms, a science lab, art room, music room, media center, computer lab, guidance counselor room, resource and enrichment rooms, faculty lounge, full-service cafeteria, gymnasium, two outdoor playgrounds, and a soccer field. The school is adjacent to Holy Family Church, chapel, auditorium, and social hall, and makes frequent use of these facilities as well.

This year, average composite scores on the Iowa Test of Basic Skills for grades 3-8 place Holy Family in the top 10% in the nation. Students are provided with a program of quality education in a diverse learning setting. They are encouraged to think critically through group discussions and projects that transform classrooms into forums for exchanging ideas.

A complete, integrated core curriculum in Language Arts, Reading, Mathematics, Science, and Social Studies is utilized throughout grades 1 through 8. Additionally, Holy Family School offers classes in Music and Art to inspire the students' creativity, a Physical Education program to promote physical well-being, Computer classes to enable students to master the use of emerging technologies, and a Foreign

Language program, including Advanced Spanish, ensuring that students can compete in a bilingual society. The Religion instructional program at Holy Family School initiates students into the teachings of Jesus and of the Catholic Church. As part of this program, students are provided with the opportunity to reach out beyond the walls of the classroom and into the community by coordinating school-wide service projects.

A full-time enrichment program assures the school's gifted children an opportunity to expand their learning through creative projects and competitions, such as the National Geographic Bee and Odyssey of the Mind, a regional competition to promote creative team problem-solving at which HFCS students earned several awards last spring.

This year, the school's resource specialists developed The Learning Connection (TLC) to provide support, guidance, sharing opportunities, and expert and community resources to parents of children with learning differences. The school also has a full-time guidance counselor on staff to provide help to all students in the form of counseling, peer mediation, and a Wise Skills program, which promotes socially positive behavior. In addition, students who demonstrate strong leadership skills and academic achievement are invited to represent the school by participating in the National Youth Leadership Council, which is held each spring in Washington, D.C.

The school's philosophy includes a strong parent involvement program, including presentations for parents and students throughout the year that provide a bridge between learning at school and home. Volunteerism and involvement in the school and parish community are also emphasized: Parents are committed to a minimum of 20 hours a year per family of service time. The program is highly successful, with 93% of the school's 409 families actively participating as school volunteers.

The administration, faculty, and staff of Holy Family Catholic School take great pride in the accomplishments of the school. As the school approaches its 10-year anniversary, the mission, philosophy, and objectives of the school continue to influence and inspire the school community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results**. Holy Family assesses academic subjects in the fall of each year with the Iowa Test of Basic Skills (ITBS). The ITBS is a battery of standardized tests administered to students in grades 3-8 in a self-contained classroom environment. All students were tested together in their classes; no subgroups were tested separately. The ITBS serves three important objectives: To compare Holy Family's student performance with students throughout the nation; to chart school performance from year to year, determining strengths and weaknesses; and to chart the progress of each student by calculating individual academic proficiency and personal growth. Information on the ITBS can be found at www.riverpub.com.

The ITBS results are categorized by subject for each grade level tested. The ITBS Building Summary is an important tool to analyze the school's performance and growth. A composite national percentile rank means that students scored higher than that percentage of students in the same grade nationally. For example, the 8th grade students at Holy Family ranked 81 in mathematics in October of 2005, which means they scored higher than 81% of 8th grade students tested nationwide.

Grade	Reading	Mathematics	Grade	Reading	Mathematics
8	80	81	5	84	81
7	86	87	4	81	85
6	78	77	3	79	81

This statistic provides valuable information of each grade level's reading and mathematics results. Scores from October 2005 indicate that HFCS grades 3-8 are in the top 10 percent in reading and mathematics nationwide, with most scores increasing from the year prior, particularly in the area of mathematics. These results indicate that new-brain based teaching techniques and curriculum mapping implemented in the 2004-05 school year have yielded positive returns. The study of these results enable the principal and faculty to evaluate the school's curriculum, determine if previous adjustments have provided successful growth, and incorporate diverse learning techniques to target current weaknesses or strengths. In addition, classroom teachers review each student's score to conclude whether resource or enrichment programs should be employed.

In addition to ITBS testing, mathematics assessment is given to students in grades 1-8 at the beginning of each school year to determine the mastery level from the prior year's curriculum. The results of this test enable the school's teachers to determine the learned concepts and concentrate on the introduction and development of new concepts.

The school strives to promote a lifelong love of reading while encouraging students to continuously improve the quality and quantity of their reading. To aid teachers in gauging individual and class reading levels, the STAR technological reading comprehension program is administered three times a year in the media lab to students in grades 1-8. Test results are also reviewed with each student and parents during the first-quarter conference. In addition to the regular classroom reading curriculum, the Accelerated Reader Program is also used to encourage students to set individual reading goals. The purpose of this self-directed program is to provide defined, challenging, and obtainable goals so that each student will be motivated to read more.

At the primary level, grades K-2, observational and written assessments are the indicators of academic success. Teachers observe and evaluate students in the areas of phonemic awareness, vocabulary development, reading fluency, oral reading skills, reading comprehension, and math and science readiness and understanding on an ongoing basis.

2. **Using Assessment Results**. The school's assessment team, comprised of the principal, faculty team leaders, and resource, enrichment, and guidance specialists, study the ITBS results and thoroughly analyze each student's profile to make instructional decisions and recommendations, as well as to improve developmental skills, and critical thinking ability. Further discussion occurs between the core assessment team and classroom teachers to target strengths and weaknesses of school performance and growth. New instructional strategies are developed to address areas in school performance that need improvement. Additional academic support is planned for individual student differences and implemented in a timely manner. The primary goal of the assessment team is to improve the educational experience of each student and the school as a whole.

The school regularly holds teacher in-services and encourages conference attendance to seek new teaching methods, with particular emphasis on areas in the school's curriculum targeted by the assessment team for improvement. During the 2001-04 school years, Howard Gardner's Theory of Multiple Intelligence, Sandra Schurr's Cooperative Learning Styles and the Use of Portfolios, and Dr. Joan Canfield's Brain Research Techniques involving multiple intelligence and cooperative learning methods were extensively studied and discussed, along with an examination of the school's Iowa Test Results over the last three years. The programs were adapted to the school's demographics and amended to meet the students' needs at the appropriate instructional level. Using several techniques from brain-based research, lessons were implemented that engaged the school's students as active participants through the use of Power Point presentations, creating skits, and producing films to accompany a variety of research projects. The substantial increase in 2005 ITBS mathematics results indicate the validity of the implementation of these new techniques.

3. **Communicating Assessment Results**. Individual student ITBS results are sent home to parents with the November progress reports with an explanation of how to interpret them. Results are also interpreted and communicated with the Parent and School Association and the School Board. Computerized ITBS growth charts for each student are recorded and updated annually, and are available to teachers and parents to further encourage each child's development of his or her highest potential.

A copy of ITBS results is also sent directly to the Diocese of Orlando. The principal attends bimonthly meetings at the Diocese of Orlando Office of Schools, during which student performance and means of assessment are discussed with other principals of diocesan schools in the Central Florida region.

Student progress reports and report cards are presented to the parents on a quarterly basis. Two formal parent/teacher conferences are scheduled each year, one in October and one in March. During this time, parents have the opportunity to view their children's student work portfolios. Teachers display their students' finest work on bulletin boards throughout the year. Communication folders are sent home every Monday with weekly student work/assessments, so that parents may follow the progress of their children. A weekly school newsletter is e-mailed or sent home to parents every Monday to update them on all school events, student activities, awards, and achievements.

A comprehensive admissions brochure and curriculum overview, stating the school's objectives and successes, is available to the local community.

4. **Sharing Success**. The school's successes, accomplishments, and honors are shared with the community through published articles and photographs in several local newspapers, including *The Southwest Bulletin, West Orange Times,* and *The Florida Catholic.* Likewise, HFCS announcements and recognitions are published weekly in the Holy Family Church Bulletin, reaching 5,900 parish families. Articles for these communications include announcing the school's award-winning student in the Zaner Bloser National Handwriting Contest; the school's campaign to raise funds to build a library for Holy Family's sister diocese in the Dominican Republic; county science fair award winners; speech contest participants and winners; and National Honor Society students and events.

Others have benefited from information provided by Holy Family Catholic School. For example, the Iowa Test student plotting charts, recognition of strength/weaknesses, and individual diagnostic planning documents were shared with a school in the Tampa Bay area two years ago. Through its implementation, that school's Iowa test results increased more than 10% in 2005. Due to this success, the documents were shared with the Diocese of St. Petersburg to assist other schools in calculating student growth and development.

The school's principal attends Diocesan Principals Meetings, held six times per year, during which administrators gather to share information on current issues, student performance, new ideas, and student successes. The HFCS principal and teachers attend various conferences and workshops throughout the year to gain knowledge and seek innovative educational ideas. By serving as facilitators of teacher diocesan in-services, thoughts, experiences, and information gained from these meetings, conferences, and workshops are shared with the school's faculty and other educators. In addition, HFCS teachers have been guest speakers at the Master Teacher in-service program, in which teachers from area schools participate.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum**. Holy Family Catholic School's curriculum reflects the school's mission to nurture the

development of each child's highest academic and spiritual potential. A supportive learning atmosphere, which is shared by teachers, students, and parents, permeates all areas of the curriculum. Instructional decisions are aligned with the Orlando Catholic Diocese and in accordance with Florida State Sunshine and National Standards, which support HFCS academic goals and objectives. Evaluation of the curriculum is continuous and responsive to student needs.

The Mathematics program is designed to engage students in becoming mathematically adept, providing a solid foundation in basic skills and building greater knowledge at each grade level. Computer software programs are used throughout the Mathematics curriculum. Math tools and skills that include problem solving and critical thinking are taught to provide students with the ability to solve everyday problems. Instruction for K-4 is self-contained, incorporating hands-on activities and drills using memory-enhancing music to assist in learning multiplication facts. Grades 5-6 continue learning number theory, decimals, fractions, proportion and percent, integers, geometry, and an introduction to Algebra. Seventh and 8th grade math is taught by a teacher certified in grades 5-9 Mathematics. Two advanced Mathematics classes are offered in grades 7-8, teaching Pre-Algebra and Algebra; students in these grades are divided according to math ability levels while learning math concepts, theory, geometry, and problem-solving techniques.

Students are taught Language Arts through a literary-based instructional program that includes phonics, reading, creative writing, English, and literature. In the K-3 primary grades, emphasis is placed on guided reading, storytelling, phonemic awareness, and word recognition through reading and writing. The K-8 curriculum promotes curiosity, basic and analytical skills, comprehension of material presented, and critical thinking skills.

The Science program allows students to discover and appreciate the wonders of nature and the universe. K-2 learns about plants and animals, weather, matter, and living things. Ecology and environmental issues are presented through age-appropriate instruction. A hands-on approach to science is promoted in grades 3-5, presenting units on lifecycles, weather and environments, the solar system and the universe, simple machines, populations and ecosystems, and forms of energy and electricity. An emphasis on the scientific method is developed in the curriculum in grades 6-8 through the study of biology, chemistry, astronomy, geology, and physics. Laboratory experiments are conducted in the science lab, where students work in small groups to discover and apply the scientific method.

An appreciation of the global community and its people and customs is highlighted throughout the school's Social Studies curriculum. Students learn about citizenship, geography, history, government, economics, and culture, and gain skills to better understand the world in which they live. They discover their uniqueness as a people, and learn of other cultures and traditions around the world. They learn their rights, responsibilities, and freedoms as citizens of the United States, and appreciate the discoveries, achievements, and sacrifices made throughout history.

The whole-year Spanish curriculum encourages learning of a foreign language through language development, literacy skills, compositions, cultural awareness, and music. Grades K-4 are designed to build on prior knowledge through conversation, dramatizations, and songs. Grades 5-8 further writing, reading, and grammatical skills, along with fluency in conversation and a deeper appreciation of the Hispanic culture through the use of literature and poetry. Grades 5-8 also offer advanced classes to bilingual and eligible students. Grades 7-8 incorporate Spanish to their core curriculum through communication, culture, connections, comparisons, and experiences beyond the school setting, with classes offered three times per week. A Spanish fiesta culminates the year with a celebration of food, music, and culture.

The Fine Arts curriculum consists of art and music classes offered in K-8. The music program is activity-oriented and performance-centered. K-2 students learn to respond to rhythm and songs through singing,

clapping, and body movements. Grades 3-8 instruction engages students in music theory/notation and playing instruments, and culminates with students using prior knowledge to compose simple melodies and songs. The art program is designed to promote creativity through the use of various media. HFCS recognizes the value and importance of art and music as an integral part of a complete curriculum and a necessary component in preparing well-rounded students.

2a. **(Elementary Schools) Reading**. Reading instruction is delivered daily to all students. It begins in preschool and kindergarten with a very comprehensive curriculum using body movement for letter and word formation. Holy Family follows Dr. Donald Lyman's program for preschool and kindergarten reading instruction, due to its demonstrated success in building a strong foundation in reading, writing, and spelling. Reading development is further enhanced in the primary grades by stressing both phonetic and whole-language approaches to reading. Independent reading is promoted in the primary grades through the use of motivational and incentive rewards. The school's reading buddies program encourages older students to write their own stories, which they read to the younger students. Individual reading assistance is provided to students who benefit from the additional reading activity.

The intermediate-grade Reading program for grades 3-5 emphasizes advanced word recognition, reading comprehension, and higher-level critical thinking. Literature is integrated into all other curriculum areas at each grade level. Reading comprehension and problem-solving are used in Science and Social Studies to enhance understanding and application. Reading and identification of genres are taught utilizing choral reading, story writing, role-playing, and literacy groups to strengthen each student's skills. Basic anthology-based text, independent reading of novels, group projects, and supplemental readers are used. Writing is stressed on a daily basis and includes pre-writing, brainstorming, drafting, personal and peer revision, and final publication. Writing contests involving essay writing and poetry are also part of the curriculum. STAR testing and the Accelerated Reader Program are extensively used to analyze student progress and to foster a continued passion for reading.

The middle school Reading program for grades 6-8 is literature-based with an emphasis on reading novels. Students are encouraged to read for enjoyment and to choose from a wide range of genres. Writing is continually emphasized and incorporated across the curriculum. Understanding of narrative elements is further developed and used by the students in their own writing.

3. **Science**. The school is committed to incorporating science concepts and principles across the curriculum in all grades beginning at the preschool level, building each academic year upon lessons previously learned. For example weather updates are introduced and graphed each morning during the student-produced morning news.

The Science curriculum at Holy Family Catholic School utilizes an interactive, hands-on approach with an emphasis on the understanding and application of the scientific method. Lessons are adapted for each grade level with concepts and activities that are designed to challenge students. Students at all grade levels are encouraged to observe their environment and develop hypotheses to answer questions and further stimulate their interest in the sciences. Students in Pre-K through grade 2 use age-appropriate science kits to conduct beginning experiments that reinforce scientific concepts. Beginning in grade 3, the emphasis on interactive, hands-on learning helps students to develop into critical thinkers who can effectively problem-solve and draw inferences from observations by utilizing the principles of the scientific method.

Students in grades 3-8 are able to engage in laboratory experiments in the school's fully equipped science lab. As the students reach middle school, laboratory activities become more complex, involving students more deeply in applying the scientific concepts presented in the classroom.

Resources from outside the school are utilized to enhance a student's knowledge of and interest in the world in which they live. Resources including the Internet, field trips, and collaborations with business partners all serve to enhance the established Science curriculum at HFCS. For example, 7th and 8th grade students work online through the John Young Astronaut Program and NASA. The 4th grade partners with Southwest Airlines for a special project that encourages students to discover that the concepts learned in Science and Math have practical applications in everyday life. The program stimulates students to begin thinking of their future plans and career goals at an early age.

HFCS hosts special events such as Engineering Day and Earth Day that are designed to draw student attention to specific areas of interest within the sciences. The purpose of Engineering Day is to create a fun and informative atmosphere while providing an introduction to basic engineering principles and how they apply to everyday life. Earth Day provides an environmental awareness to the students, as government representatives and business partners throughout the community demonstrate their methods of preserving the Earth through recycling programs, water management, wildlife preservation, and other methods.

Holy Family participates in the Dr. Nelson Ying Science Exposition, which is open to all Orange County schools, to encourage students to learn about science and celebrate their interests and talents. Holy Family students have earned recognition in all areas of science at this event.

4. **Instructional Methods**. Due to students' varied learning styles, Holy Family utilizes an array of instructional methods per grade level to insure that all students have the opportunity to succeed. These methods provide challenges and remediation and are further complemented with resource and enrichment programs. Direct instruction, group and individual projects, literacy circles, and individual reading, writing, and math programs are geared to meet the needs of each student. These needs are determined by the use of standardized testing and other evaluative measures. Reading and Math programs are vertically aligned and continually updated. They begin in the primary grades, and continue throughout each student's grade advancement until 8th grade.

Classroom instruction is further enhanced through Library and Computer classes that begin at the preschool level. The Library curriculum is designed to instill a passion for reading through discovery and exploration, teaching students how to ask questions and find answers. Authors of children's books are invited to Holy Family annually to read their books to the students and explain their creative methods of writing. In Computer classes, students utilize computers to further their studies in reading, spelling, and math. For example, at the kindergarten level, students review spelling words previously taught in the classroom through computer keyboard instruction. In 2nd grade, students utilize computer software programs such as Word, Excel, and Power Point to complement their Writing, Math, Science, and Social Studies assignments. In grades 5-8, students utilize Excel to construct mathematical formulas to develop budget and expense reports and Power Point to develop business plans to enhance their school assignments.

Other instructional methods employed include school service projects and field trips to provide a complete, integrated core curriculum that nurtures each child's academic, spiritual, and social development.

5. **Professional Development**. As it has since its inception, Holy Family continues to provide a strong professional development program filled with continuous lifelong learning opportunities for its educators in order to further strengthen student achievement and increase academic expectations.

The faculty of Holy Family attends classes, meetings, workshops, and seminars on education, learning differences, brain-based learning, and related fields that are useful to teachers. For example, primary teachers annually attend the Early Childhood Association Conference, and the Technology Specialist and selected faculty members annually attend the Florida Educational Technology Conference. Teachers,

specialists, and administrators attend several diocesan-sponsored seminars and workshops, and the annual national conference sponsored by the NCEA to facilitate in the exchange of ideas between schools. Holy Family also participates in the Orlando Diocese Master Teacher Program, in which a select group of teachers meet monthly to achieve growth and professional development through the University of Central Florida. The participating teachers are responsible for sharing their acquired knowledge and experiences with peer teachers and administration to further enhance school-wide goals and objectives and to directly improve classroom dynamics and instruction. In addition, School Board members attend a yearly training seminar to better assist Holy Family as needed.

To ensure continued success in student instruction, lesson plans are thoroughly reviewed every Monday morning by administration, and formal classroom observation is conducted twice a year by both the principal and assistant principal. School-wide faculty meetings are held four Wednesdays per month, and teachers are recognized for their outstanding performance through monthly and annual awards.

New teachers and staff receive intensive training, guidance, and mentoring from veteran educators within the school and at the diocesan level. Administration and faculty are equally engaged in maintaining a positive, enjoyable working and learning environment in their continued efforts to provide a spiritual, caring, and academically challenging program to their students. A primary goal of the administration is to encourage faculty members to remain passionate about teaching and to continually grow as educators.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): **National Catholic Education Association, Florida Catholic Conference, Association for Supervision and Curriculum Development, National Association of Secondary School Principals, National Middle School Association, Catholic Diocese of Orlando**
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No _____

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

$**4020** K	$**4020** 1st	$**4020** 2nd	$**4020** 3rd	$**4020** 4th	$**4020** 5th
$**4020** 6th	$**4020** 7th	$**4020** 8th	$**n/a** 9th	$**n/a** 10th	$**n/a** 11th
$**n/a** 12th	$**4020** PK				

4. What is the educational cost per student? $**4768**
(School budget divided by enrollment)

5. What is the average financial aid per student? $**250**

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? **4** %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? **10** %

PART VII – ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Holy Family Catholic School
5129 S. Apopka-Vineland Road
Orlando, FL 32819

Iowa Test of Basic Skills
Form A, 2001
Riverside Publishing

Scores are reported as percentiles
No students are excluded from the test

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	**October**	**October**	**October**	**October**	**October**
Grade 8					
Reading	**80**	**80**	**81**	**82**	**75**
Math	**81**	**71**	**81**	**75**	**76**
Number of students tested	**70**	**67**	**61**	**60**	**61**
Percent of all students tested	**100%**	**100%**	**100%**	**100%**	**100%**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0**	**0**	**0**	**0**	**0**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	**October**	**October**	**October**	**October**	**October**
Grade 7					
Reading	**86**	**77**	**81**	**80**	**77**
Math	**87**	**77**	**75**	**79**	**78**
Number of students tested	**70**	**69**	**67**	**55**	**66**
Percent of all students tested	**100%**	**100%**	**100%**	**100%**	**100%**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0**	**0**	**0**	**0**	**0**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	**October**	**October**	**October**	**October**	**October**
Grade 6					
Reading	**78**	**76**	**72**	**80**	**77**
Math	**77**	**81**	**76**	**78**	**78**
Number of students tested	**70**	**66**	**70**	**68**	**60**
Percent of all students tested	**100%**	**100%**	**100%**	**100%**	**100%**
Number of students alternatively assessed	**0**	**0**	**0**	**0**	**0**
Percent of students alternatively assessed	**0**	**0**	**0**	**0**	**0**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	October	October	October	October	October
Grade 5					
Reading	84	83	82	79	85
Math	81	74	81	76	80
Number of students tested	63	70	69	68	66
Percent of all students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	October	October	October	October	October
Grade 4					
Reading	81	80	78	81	76
Math	85	79	80	86	77
Number of students tested	69	69	65	66	66
Percent of all students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	October	October	October	October	October
Grade 3					
Reading	79	77	74	76	77
Math	81	77	71	75	80
Number of students tested	69	69	69	67	63
Percent of all students tested	100%	100%	100%	100%	100%
Number of Student scores excluded	0	0	0	0	0
Percent of student scores excluded	0	0	0	0	0

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	n/a	March	March	March	March
Grade 2					
Reading	n/a	78	82	75	79
Math	n/a	82	82	75	76
Number of students tested	n/a	61	70	69	66
Percent of all students tested	n/a	100%	100%	100%	100%
Number of students alternatively assessed	n/a	0	0	0	0
Percent of students alternatively assessed	n/a	0	0	0	0